**Lesson Planning Template**

**VT English Education**

**Teacher’s Name: Brittany Dickens Lesson Date and Time: October 24, 2012**

**Room Number: 220L # of Students: 9**

**Enduring Understandings/Unit Goals:** The student will learn the characteristics of the narrative genre of poetry.

**Essential Question:** How do students derive what characteristics make of the narrative genre of poetry?

**Standards Addressed:**

**7.2 The student will identify and demonstrate the relationship between a speaker's verbal and nonverbal messages.**

a.) Use verbal communication skills, such as word choice, pitch, feeling, tone, and voice appropriate for the intended audience.

**7.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry.**

a.) Describe the elements of narrative structure including setting, character development, plot structure, theme, and conflict.

d.) Describe the impact of word choice, imagery, and literary devices including figurative language.

i.) Summarize text relating supporting details.

**Lesson Objective(s):**

**-** Analyze the features of a narrative poem.

**-** Identify narrative poems formats.

**Materials Needed:**

-Youtube clip of "The Fresh Prince Theme Song" by Will Smith (<http://www.youtube.com/watch?v=hBe0VCso0qs&feature=related>)

- 10 copies of the lyrics to the song.

- 10 copies "Narrative Poetry Characteristics Checklist" graphic organizer.

- SmartBoard or ActiveBoard

**Technology/21st Century Learning:** Technology will be implemented in this lesson in the form of a youtube clip being presented on a SmartBoard through a computer. Also, the SmartBoard will be used to list the student-provided characteristics of a narrative poem. This technology will allow the students to see visuals better as well as hear audio more easily.

**Teaching/Instructional Process:**

**1. Anticipatory Set/Hook:** Students will begin class by listing different types of formats that stories can be found in. Upon listing a few formats on the board, the class will be introduced to the idea of narrative texts in poetry form. (3 minutes).

**2. Process:**

Step 1: Inform students that they will be listening to a song form of narrative poetry.

Step 2: Remind students that, as the clip plays, they should be paying close attention to the elements that make the story part of the song apparent.

Step 3: Pass out lyrics to "The Fresh Prince of Bel-Air Theme Song" by Will Smith

Step 4: Remind students to be silently following along with the lyrics, and paying attention to the movie clips as the song plays. (Steps 1- 4 will take 2 mins.)

Step 5: Pull up the Youtube clip (<http://www.youtube.com/watch?v=hBe0VCso0qs&feature=related>) on the SmartBoard, and begin to play the clip.

Step 6: Play the clip. (1 min. 50 secs.)

Step 7: Pass out "Narrative Poetry Characteristics" graphic organizer.

Step 8: Instruct the students to work silently for two minutes to list as many characteristics of a narrative poem as possible.

Step 9: Pull up a blank page on the SmartBoard

Step10: Label SmartBoard page as "Narrative Poetry Characteristics Checklist." (Steps 7-10 will take two minutes).

Step 12: Ask students to volunteer the characteristics they came up with for the narrative poem.

Step 13: Discuss how they arrived at their answers.

Step 14: Instruct students to write down any characteristics that appear on the SmartBoard that they may have missed on their own checklists. (Steps 12-14 will take 5 mins.)

**3. Check for Understanding/Closure:** To close this lesson, students will review aloud the characteristics of a narrative poem found on the checklist that the class created. (1 min.)

**Independent Practice:** This lesson will help students develop analytical skills. In addition, students will be able to derive how certain features of a format contribute to its purpose.

**Differentiated instruction:** Students will be provided with multiple forms of content and process delivery in order to meet the needs of different types of learners. The SmartBoard and computer will be used to project images from the Youtube clip along with the visual checklist and personal copy of song lyrics to assist visual learners. Audio will be enhanced by the computer for the Youtube clip, and instructions will be delivered clearly for the checklist and review. Read-write learners will be able to participate best in the checklist activity as they write down the characteristics they observed in the Youtube clip that best apply to narrative poetry.

**Interdisciplinary Components:** Students will develop knowledge of the narrative genre, and can use this to distinguish stories in written text. History will have a nice relationship with this lesson, because student will be able to connect narrative elements in history lessons.

**Assessment/Rubrics:** The students' knowledge of narrative poetry will be assessed by their identification of different forms of stories in the beginning of the lesson, their analysis of the features of the narrative poem the class listens to, and their review of the characteristics of narrative poetry that the class developed.